Creating a Language and Literacy Rich Program

Using Multiple Environmental Assessments
Smart Start National Conference
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Power Point may be downloaded at
http://www.governor.state.nc.us/Office/Education/Conference
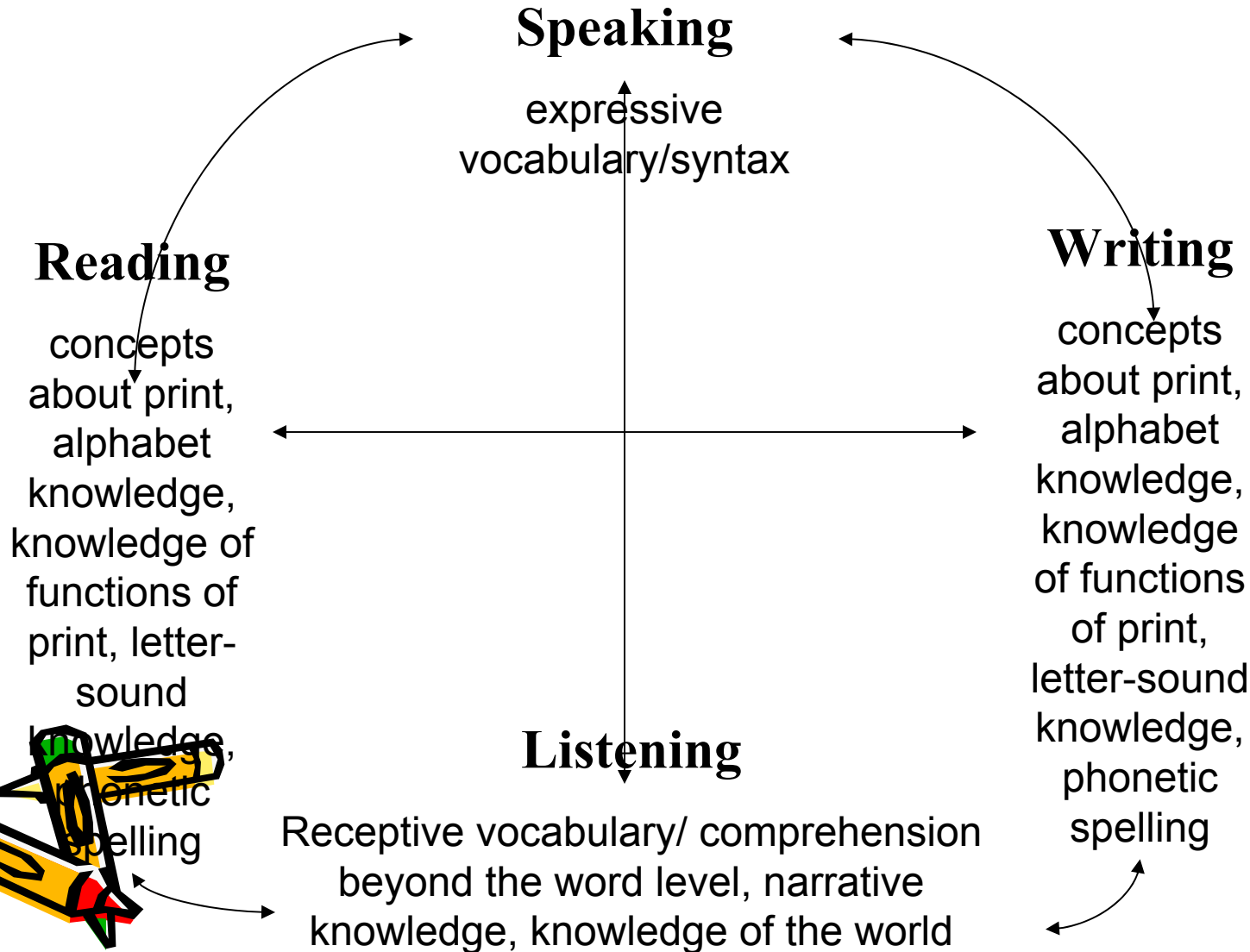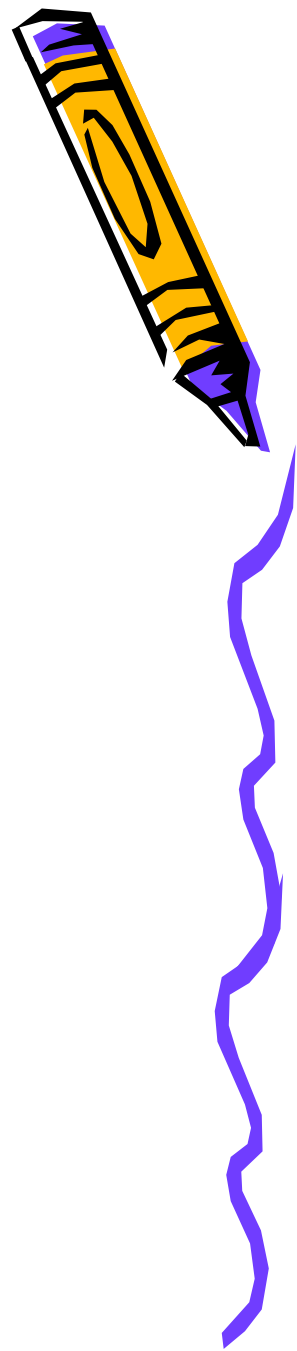Training.asp

Significant Predictors of Literacy Abilities

- Oral language: receptive/expressive vocabulary, comprehension beyond the word level, narrative knowledge, knowledge of the world
- Metalinguistic skills: phonological awareness, phonemic awareness, syntactic awareness
- Print knowledge: Perception as a reader/writer; alphabet knowledge, concepts about print, knowledge of functions of print, letter-sound knowledge, phonetic spelling
  - Senechal, LeFevre, Smith-Chant, Colton, 2001; Lonigan & Whitehurst, 2001; Dickinson, McCabe, Anastasopoulos, Peisner-Feinberg, Poe, 2003; NICHD,2005)
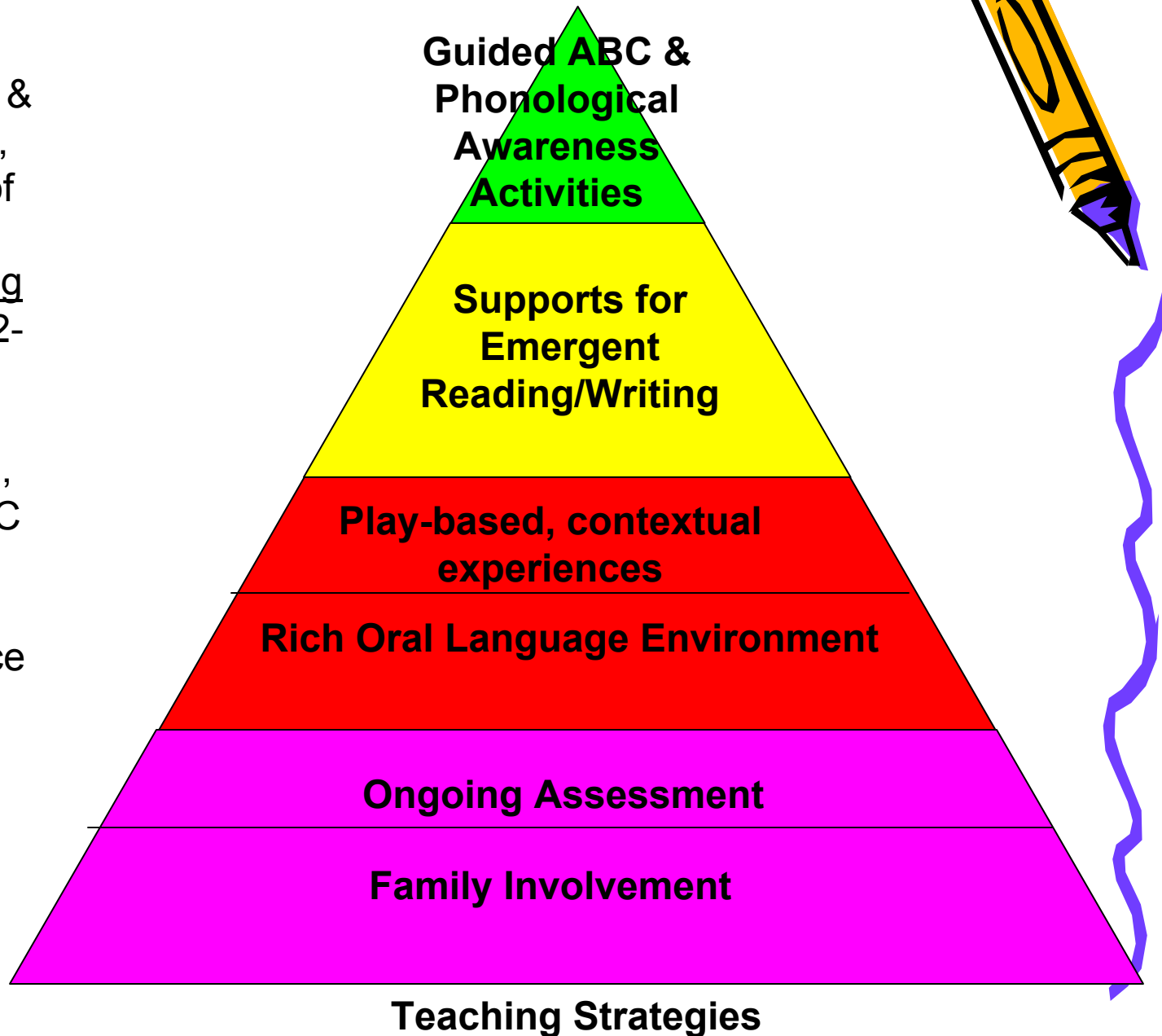
Oral and Written Language Development

Speaking

expressive
vocabulary/syntax

Reading

concepts
about print,
alphabet
knowledge,
knowledge of
functions of
print, letter-
sound
knowledge,
phonetic
spelling

Writing

concepts
about print,
alphabet
knowledge,
knowledge
of functions
of print,
letter-sound
knowledge,
phonetic
spelling

Listening

Receptive vocabulary/ comprehension
beyond the word level, narrative
knowledge, knowledge of the world

Pierce, 2005 adapted from Roskos, Christie, & Richgels (2003), The essentials of early literacy instruction, Young Children, (58), 52-60.

Visit Resource Room, Colony C for list of NC Preschool Demonstration Programs at the Office of School Readiness Display

Guided ABC & Phonological Awareness Activities

Supports for Emergent Reading/Writing

Play-based, contextual experiences

Rich Oral Language Environment

Ongoing Assessment

Family Involvement

Teaching Strategies

Family Involvement

- Literacy resources (e.g., library cards, books, literacy education for families);

- Children's literacy workshops for families, based on their needs and interests;

- Family members reading to children in classrooms, sending in taped readings reflective of cultural and linguistic backgrounds.

Assessments: IDEA Indicator; PBIS Standard; Get Ready to Read Home Literacy Checklist (www.GetReadytoRead.org); Home Literacy Inventory, Marvin & Ogden, 2002; Creating Literacy Rich Homes, http://www.rif.org/parents/literacyrich/default.mspx

Sample Items from the Home Literacy Inventory

Marvin & Ogden, Young Exceptional Children, 2002

Reading Activities:

How frequently do you or other family members read stories/books aloud to your child? (Check one):___less than once a week, ___1-2x each week, ___daily

Where is your child most often positioned for shared book reading with you at home? (Check the 2 most typical positions?)

Writing Activities:

How often does your child do some writing, drawing or "pretend writing" at home?

When you or someone else at home draws or writes with your child, what do you usually do? (Check all that apply):

___position a writing/drawing utensil in the child's hand

___comment on what the child is drawing/writing

Rich Oral Language Environment

- Children talk more than adults;
- ALL children have multiple ways to communicate;
- Adults really listen-show true interest in what children are doing and saying
- Reflect on what children are doing
- Label their feelings
- Ask open-ended, action questions; give suggestions
- Encourage choice & rule making

Assessments: ECERS-R; ECERS-Extension; ELLCO (Early Language and Literacy Classroom Observation, www.brookespublishing.com); CHELLO (Center/Home Early Language & Literacy Classroom Observation, Univ. of Michigan) ; Arnette Scale (www.smartstart.org); Pryor Listening Scale-governor's website

Iowa Quality Preschool Program Standards: Relationships

What do environmental rating scales say?

- **ECERS-R** (item 18) Exemplary:
  - Staff have individual conversations with most of the children;
  - Children are asked questions to encourage them to give longer and more complex answers (younger child is asked "what" or "where" questions; older child is asked "why" or "how" questions.

- **ELLCO** (item 6) Exemplary:
  - The tone of classroom conversations is positive and show respect for children's contributions, encouraging children to speak from their different perspectives and experience;
  - Teachers listen attentively to children, encourage children to listen to each other, and deliberately foster a climate in which differing opinions & ideas are valued;
  - Teachers display fairness in treatment of children from differing *ability* gender, racial, and cultural groups

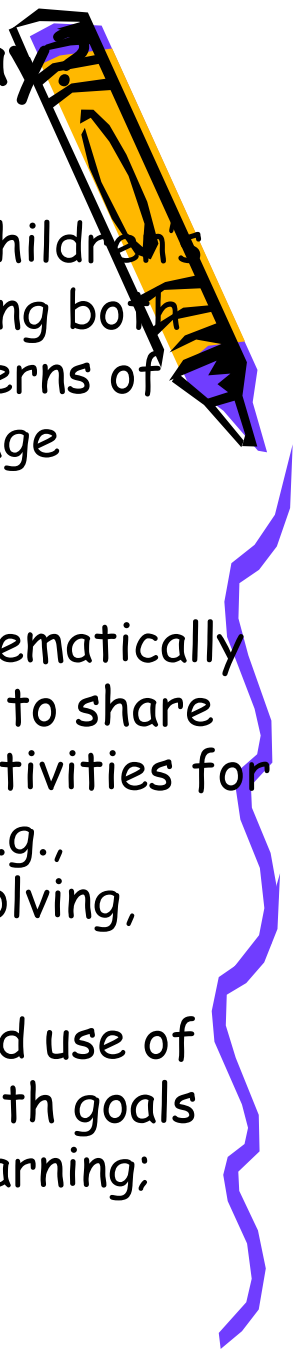# What do environmental rating scales say?

- **ECERS-R** (item 32) Exemplary:

-Staff seem to enjoy being with the children

-Staff encourage the development of mutual respect between children and adults (staff wait until children finish asking questions before answering; encourage children in a polite way to listen when adults speak)

- **ELLCO** (item 7) Exemplary:

-Teachers appear to be aware of children's oral language abilities, considering both normative and individualist patterns of development in 1st and 2nd language development;

-Teachers plan sufficient time for conversations. Children are systematically encouraged to use oral language to share experiences, discuss and plan activities for broader intellectual purposes (e.g., analyzing, predicting, problem solving, reflecting on learning);

-Goals & opportunities for extended use of oral language are coordinated with goals for literacy and content area learning;

# Other Environmental Rating Scale Examples-Oral Language

- Center/Home Early Language & Literacy Classroom Observation (**CHELLO**) (Neuman, Dwyer, & Koh, 2005, Univ. of Michigan)
  - Adult affect
  - Adult/Child Interaction
  - Adult Control Behaviors
  - Adult Teaching Strategies
    - Vocabulary building
    - Responsiveness strategies
    - Use of Print
    - Storytelling/Storybook activities
    - Writing/drawing activities
    - Monitoring Children's Progress
    - Family Support and Interaction

- **ECERS-E**
- Literacy Subdomain:
  - Item 3. Adult reading with children: 7.1: There is a discussion about print and letters as well as content; 7.2: There is support material for the children to engage with the story by themselves, e.g., tapes, flannel boards, displays; 7.3: There is evidence of one to one reading with children
  - Item 6. Talking and Listening: 7.1: Adults provide scaffolding for childrens' conversations by accepting and extending childrens' verbalizations; 7.2 Children are often encouraged to talk in small groups and adults encourage their peers to listen to them
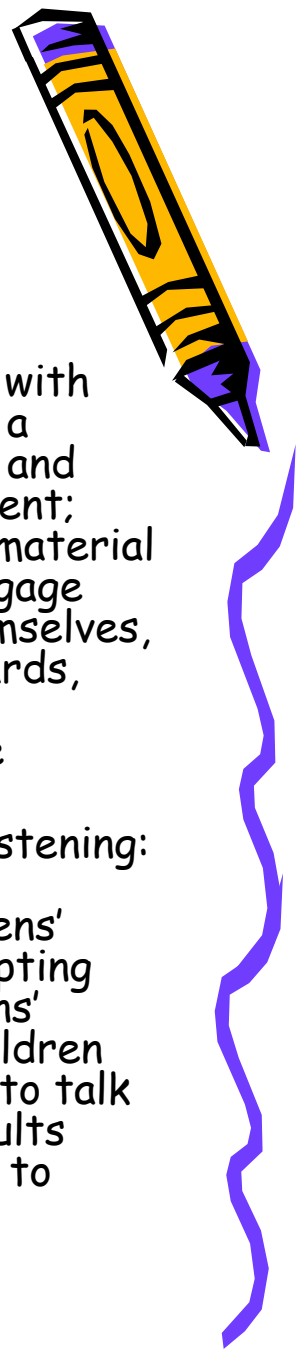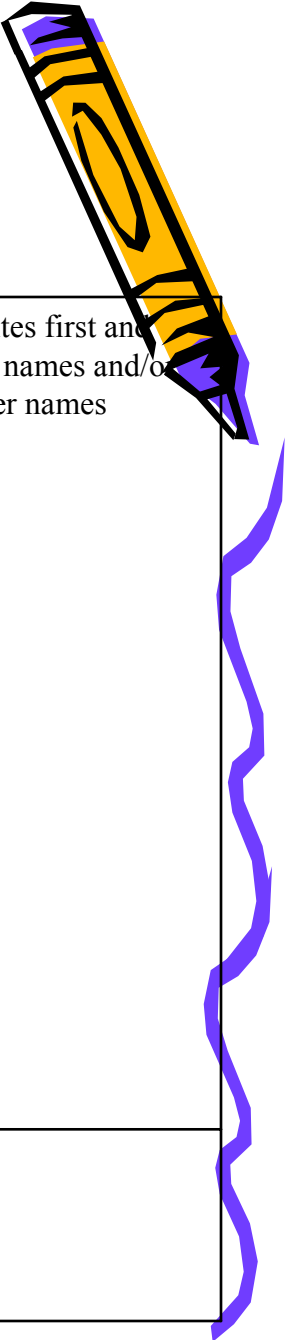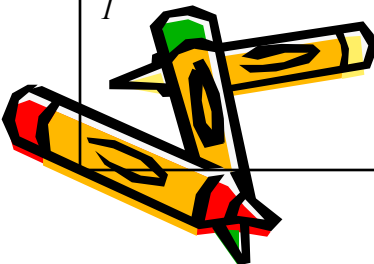
ECERS-E
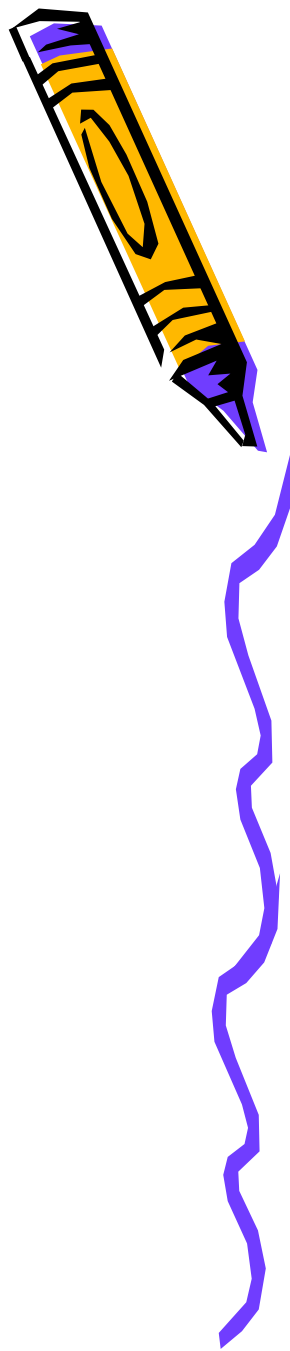
Ongoing Assessment
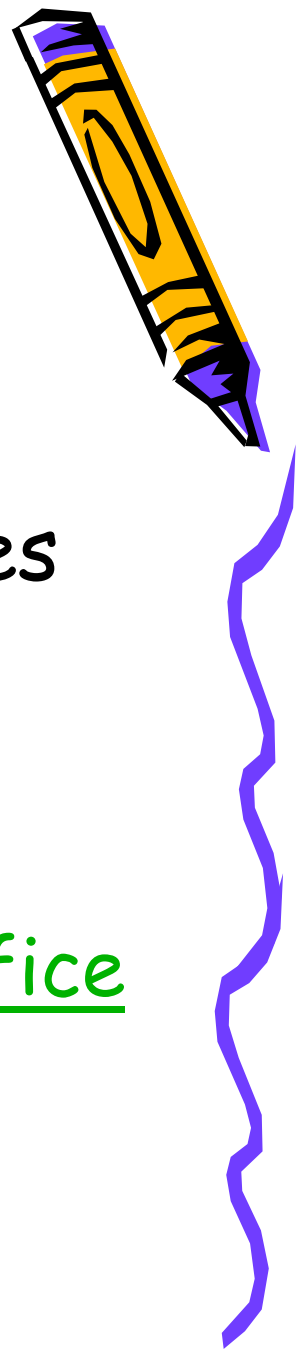
- Informs practice
- Uses multiple, authentic approaches
  - Observation Notes
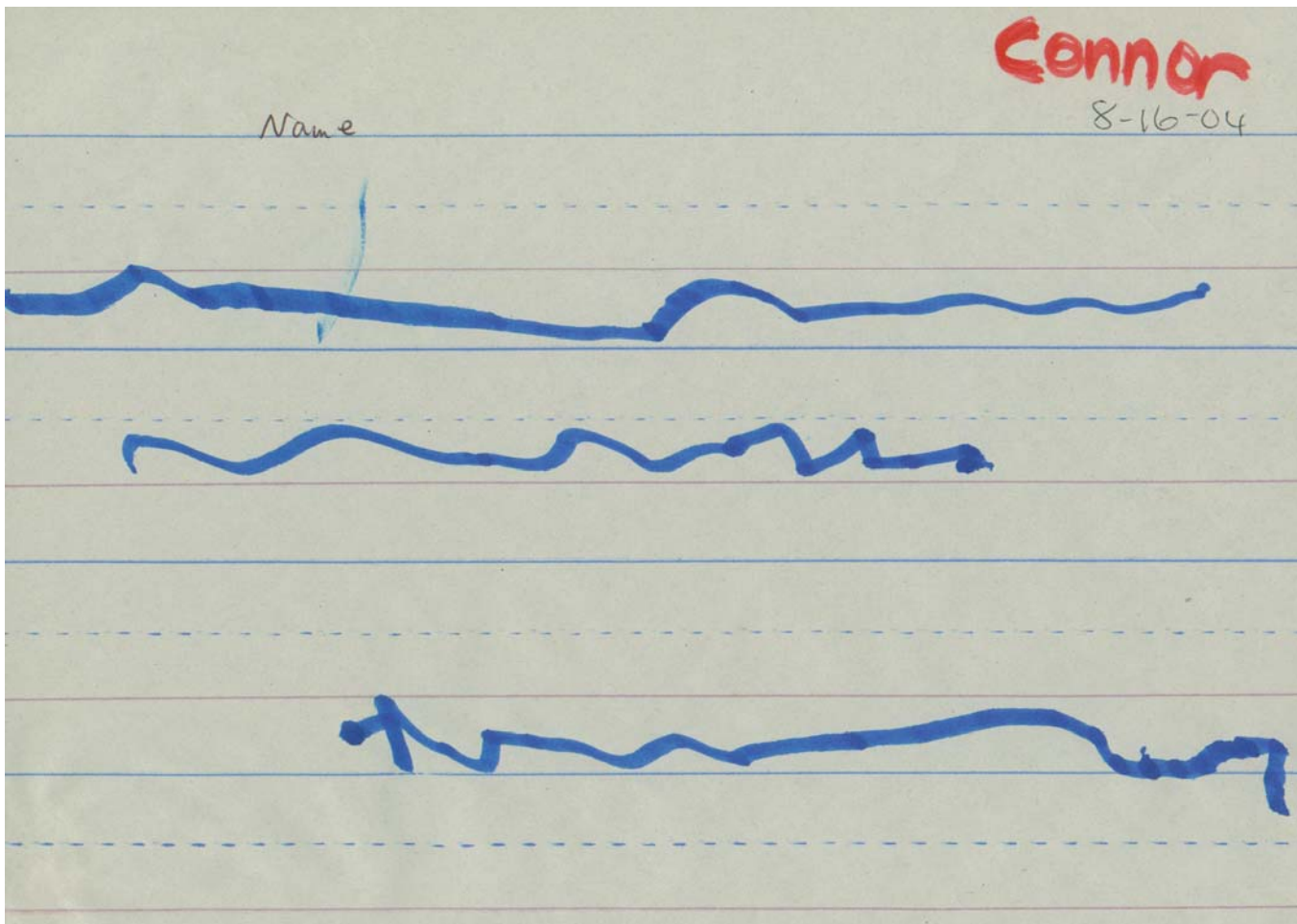 - Work Samples
- Look at the *Bridge*, available at:
- http://www.governor.state.nc.us/Office/Education/ConferenceTraining.asp

6. How does _____write his name? (Motor & Cognitive item)
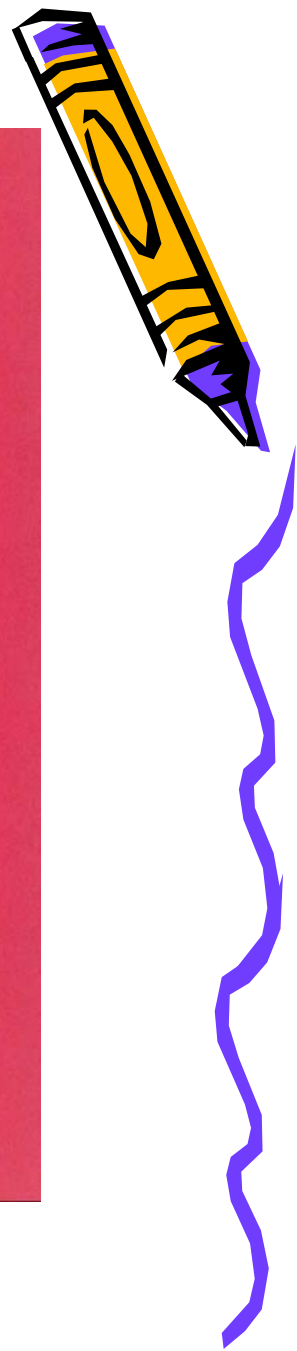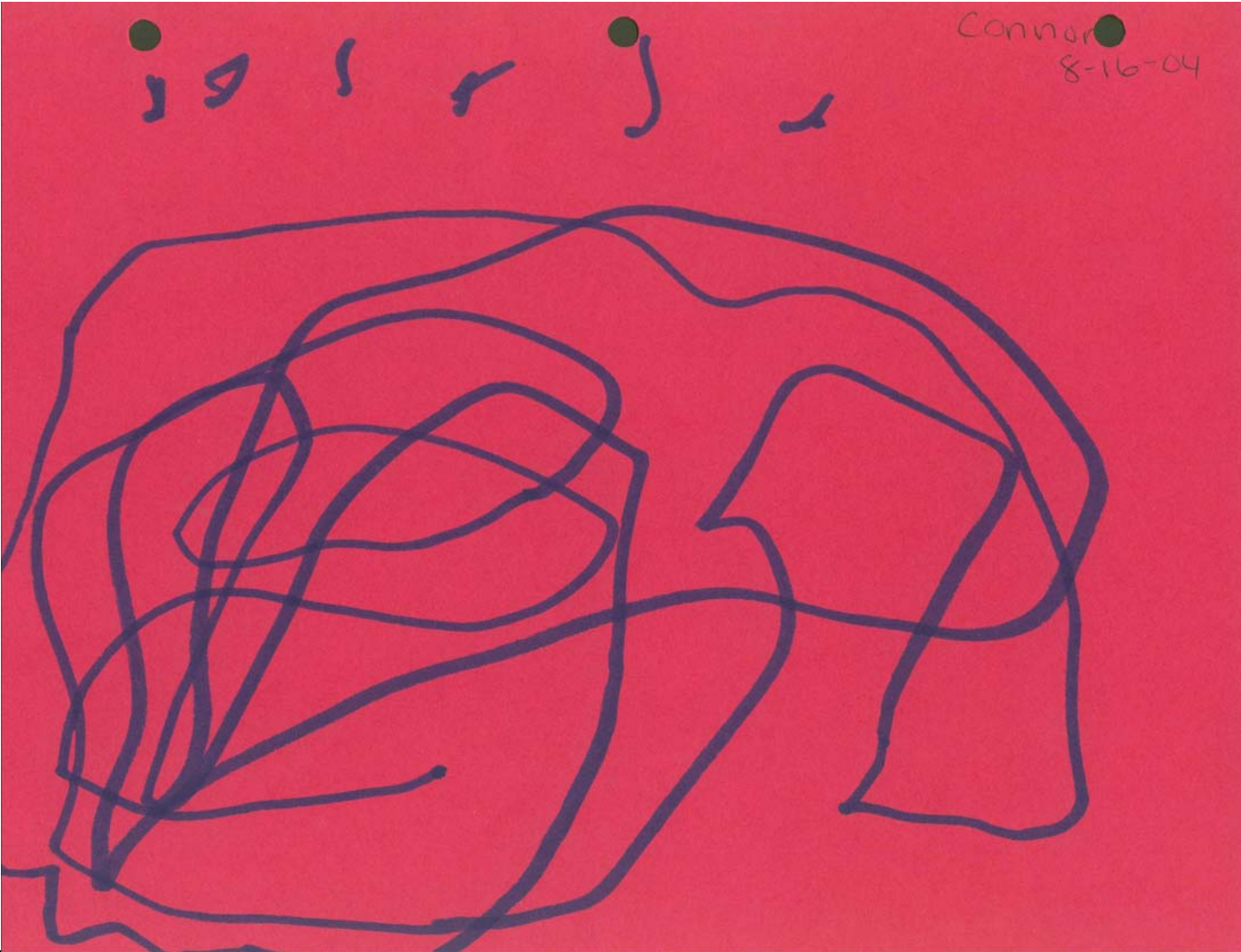
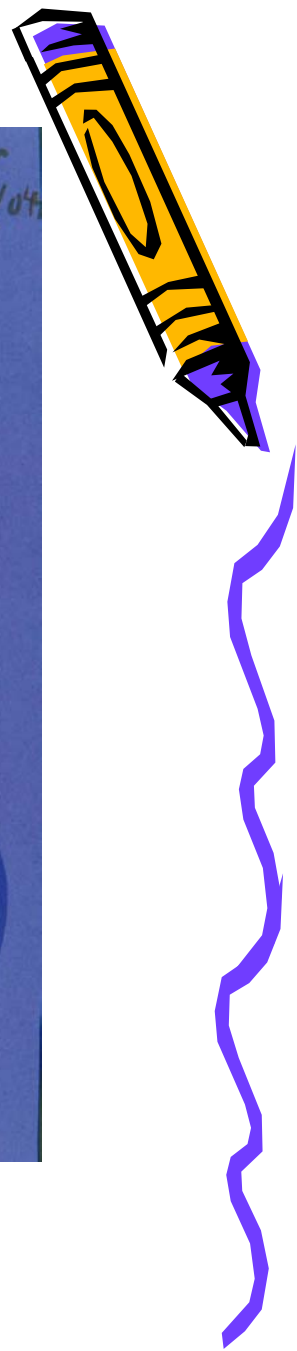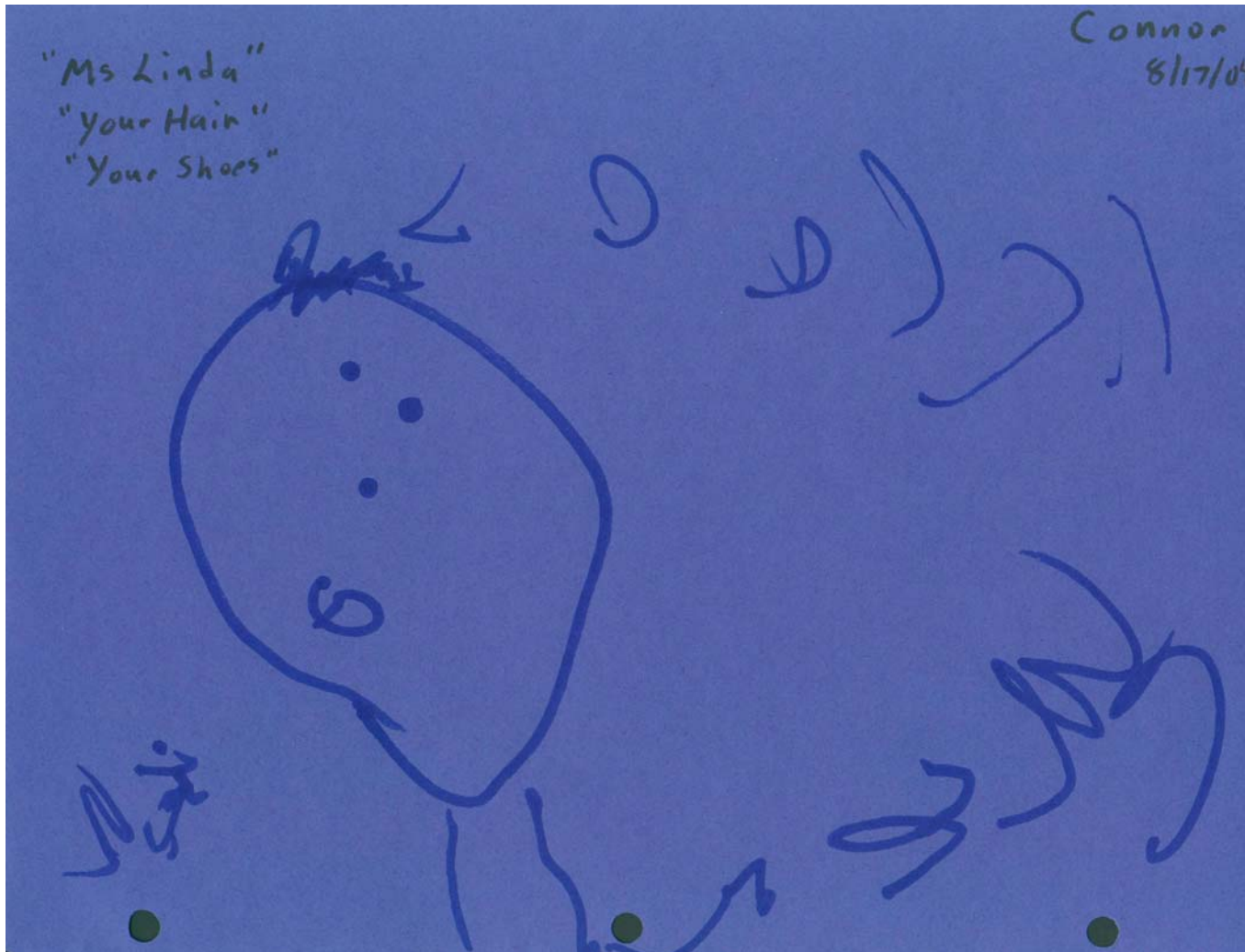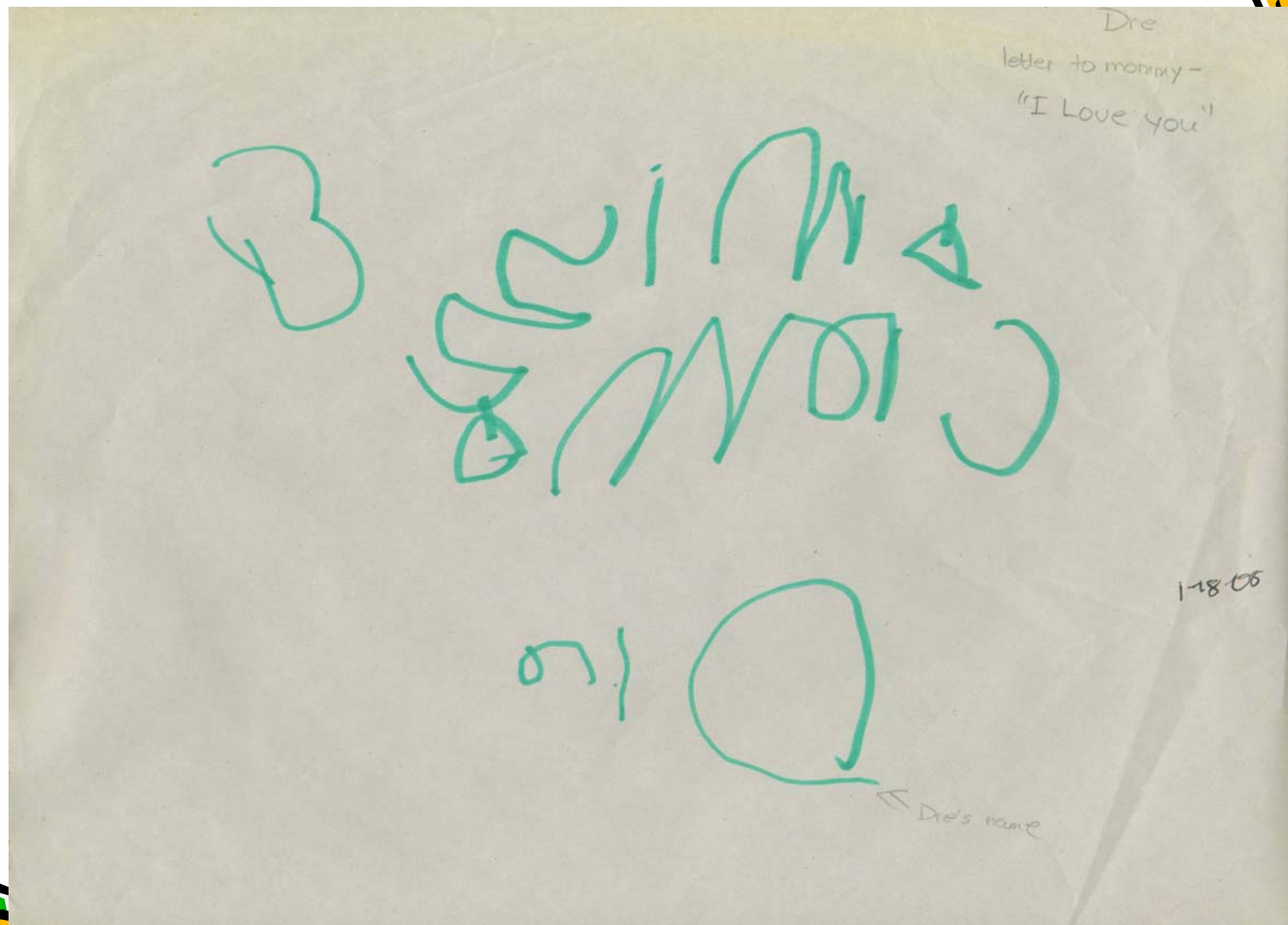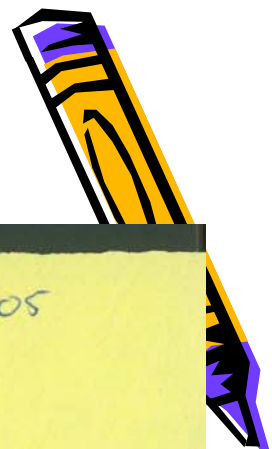| Makes an inconsistent mark/scribble to represent their name	Makes a consistent mark/scribble to write their name	Makes letter like forms in scribble to write their name	Writes some letters to form name (not necessarily in order)	Writes name in recognizable form	Writes first and last names and/or other names
1	*2*	*3*	*4*	*5*	*6*

Item 6.1

Item 6.2

Item 6.3

Dre
letter to mommy —
"I Love you"

1-18-06

Dre's name

Item 6.4

Item 6.5

Kobe wrote his name
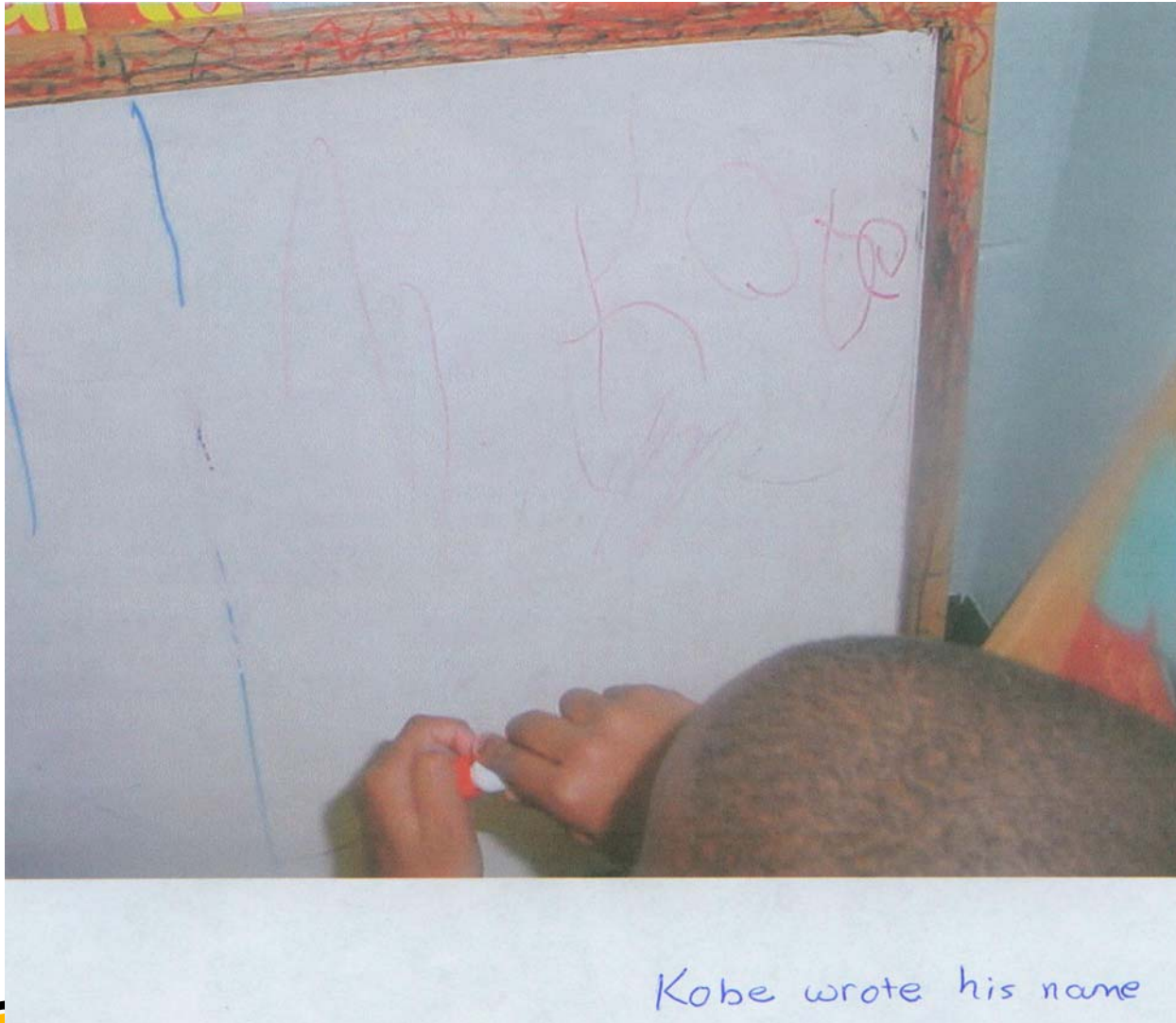
Item 6.5

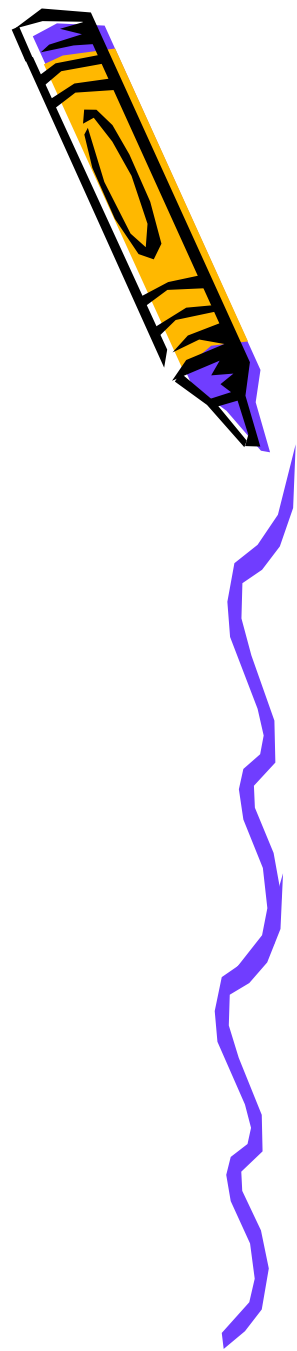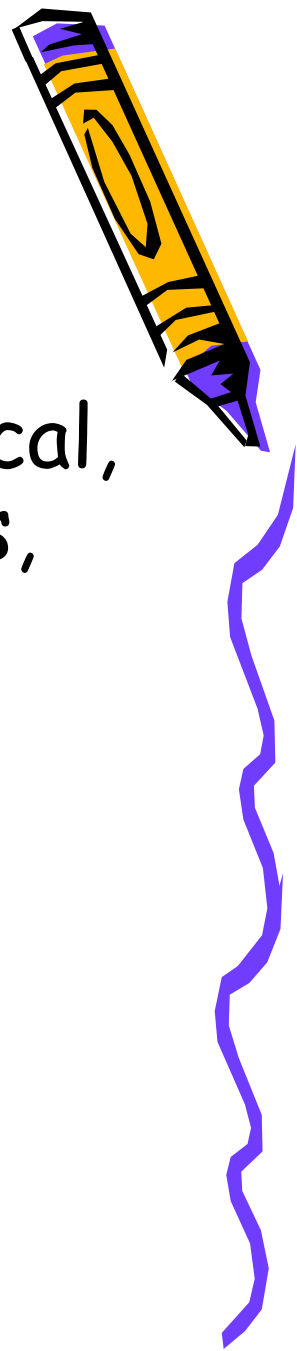# Play-Based, Contextual Experiences

- Based on children's interests: topical, people/interactions, sights, sounds, smells, tastes, touch/textures, limitations of these attributes
- Modeled, pointed out during play
- Related to themes based on children's interests

Assessments: ECERS-R; ELLCO; NAEYC Accreditation Criteria for Curriculum Standards, 2.D: Language Development; 2.E: Early Literacy

Supports for Emergent Reading
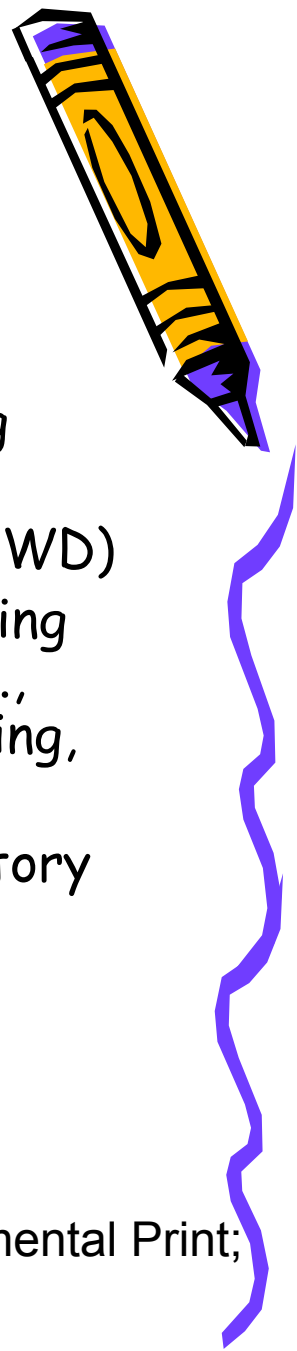
- Story Sharing
- Environmental Print (e.g., logos, newspapers, magazines)
- Print in the environment (e.g., labels, books, directions)
- Book Sharing
  – Follow the C*A*R* (comment and wait; ask questions and wait, respond by adding a little more)
  – Video available through http://www.ncei-eclibrary.org; or can be purchased through Washington Research Institute, www.wri.org

- Shared Reading of Big Books
- Dialogic Reading (CROWD)
- Modeling Use of Reading for Real Purposes (e.g., learning, problem solving, task completion)
- Information Books, Story books in centers

Assessments ELLCO, CHELLO, ECERS-E: Item 1:Environmental Print; Item 2: Book and literacy areas;

For children with disabilities…

- Book reading is a language-based activity and may be overwhelming for children with language delays & impairments (Kaderavek & Sulzby, 1998);

- Children's enjoyment of story reading/sharing is dependent upon their active engagement (Justice & Kaderavek, 2002). Children with disabilities may not be as actively engaged (Marvin & Mirenda, 1993).

"Sharing books with adaptations" available on governor's website

For children for whom English is a second language...
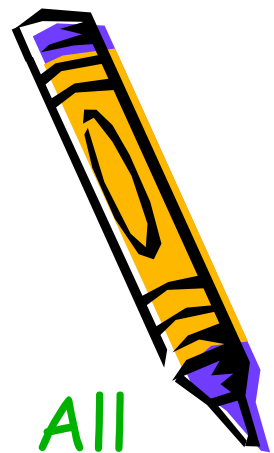
- www.fpg.unc.edu/~scpp/pdfs/Including_All_of_Us_handout.pdf; (Catlett & George)
- Culturally Responsive Literacy Instruction practitioner brief available at: http://www.nccrest.org/publications.html
- Resource Guide, Crosswalks Data Base, Natural Resources Data Base (http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm

Checking for Cultural, Linguistic and Ability Diversity in Children's Books

(Catlett & George)

- 1. ***Look at the illustrations***. Do you see stereotypes or tokenism? Do illustrations depict diverse characters in subservient or passive rolls? **Example**: *When I was young in the mountains*

- 2. ***Check the story line***. What are the standards for success? How are problems resolved? **Example**: *Where's Chimpy?*

- 7. ***Look at the roles of the individuals who are diverse***. For example, are these characters shown as active and capable through the story? Or sad, helpless or pitiful? **Examples**: *Nick joins in; The balancing girl; Arnie and the new kid*

Supports for Emergent Writing

- Language Experience Approach
- Shared Writing
- Modeling use of writing for real purposes (e.g., memory, self-expression, ownership)
- Writing props
- Sign in

Writing Support Assessments

ECERS-E: Item 5. Emergent writing/mark making: 7.1: As well as pencils and paper, the mark-making area has a theme to encourage children to "write"; 7.2: The purpose of writing is emphasized; 7.3: Childrens' emergent writing is displayed

ELLCO: Item 10P: Approaches to writing: 5-exemplary: Multiple motivations and opportunities are provided within the classroom for children to see writing and to use their emergent writing skills. Writing is differentiated from art. A variety of helpful tools and materials are accessible to support children's writing. When appropriate, instruction in writing is provided (e.g., helping children form and recognize letters). Teachers are regularly available to support and encourage all childrens writing efforts including taking dictation, writing group stories/lists/communications, engaging in real and pretend writing with children

Guided alphabet and phonological awareness activities

- Point out letter in child's name while reading and/or looking at environmental print (have ABC books in centers)

- Play with letter names and letter sounds throughout the day (sign in, word walls, letter walks).

- Singing, Rhyming, and Alliteration (e.g.,chore charts, word walls)

- Rhyming words color-coded

- Segmenting of names for transition activity

Early Literacy and Phonological Awareness of governor's website for ideas

Assessments: ECERS-E: Item 4: Sounds in words: 7.1: Attention is paid to syllabification of words; 7.2 Some attention is paid to linking sounds in letters

Suggestions for a literacy rich environment

What to Look for
in a Quality Literacy-Rich Preschool Classroom

Diversity: Children, teachers and materials reflect the cultural, linguistic and ability diversity of North Carolina. In a classroom of about 15 children, 3 would have identifiable disabilities. Children and families would come from "all walks of life."

Inclusion: All children would be able to participate in classroom activities with adequate supports and adaptations. Make sure that all children can see, hear and use books, writing instruments and computers. Look and listen for native language use to help children develop their communication abilities while learning English.

Family participation: Family advisory boards help to create meaningful opportunities for parent involvement. Programs that offer home visits often report better relationships with families. Family partnerships equal better outcomes.

Interaction and engagement: All children should be communicating and actively engaged in meaningful activities throughout the day. Open-ended questions and comments should predominate; for example, "Tell me about your drawing." "How did you name that book?" and "How did you make that book?"

Environmental print: Classrooms are rich in displays of print at children's eye level, story books and non-fiction (reference) books in every center, empty food containers with printed labels, labels for centers in English and in native languages, menus, maps, recipes, directions, alphabet books and toys, signs, cards, notes and letters written to children and families, examples of children's writing and drawings displayed.

Literate role models: Adults model the use of print by following recipes, completing and following lists, writing down and posting what children say and do, giving children written comments on their play, ordering from a menu in the pretend restaurant or shopping from a list in a pretend grocery store.

Accessible literacy materials: Laminated books, page "fluffers," adapted crayon holders, sign language and communication boards/devices can make literacy materials accessible. Make sure all children can use literacy-related materials and that they have some way to communicate while reading, drawing, writing, telling and acting out stories.

Ongoing observations: Teachers make notes of what children are doing and saying, keep samples of children's writings and drawings and take pictures/videos of children's play in order to document children's development over time.

Reading and writing: Do it everywhere, everyday, all of the time. Paper, chalk boards, white boards and accessible writing instruments are readily accessible to children in every center (and outdoors) so that they can make signs, write notes, draw pictures about what they are doing and communicate messages to others.

For additional information on how to create a literacy rich environment, please reference THE EARLY LANGUAGE AND LITERACY OBSERVATION TOOL (THE ELLCO) at http://www.brookespublishing.com.

References

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Powell, D. R. (2000). *Preparing early childhood professionals to work with families. In New teachers for a new century: The future of early childhood professional preparation.* Washington, DC: National Institute on Early Childhood Development and Education, U.S. Department of Education.

Smith, B.J., Miller, P.S., & Bredekamp, S. (1998). *Sharing responsibility: DEC-, NAEYC-, and Vygotsky-based practices for quality inclusion. Young Exceptional Children,* 2(1), 11-20.

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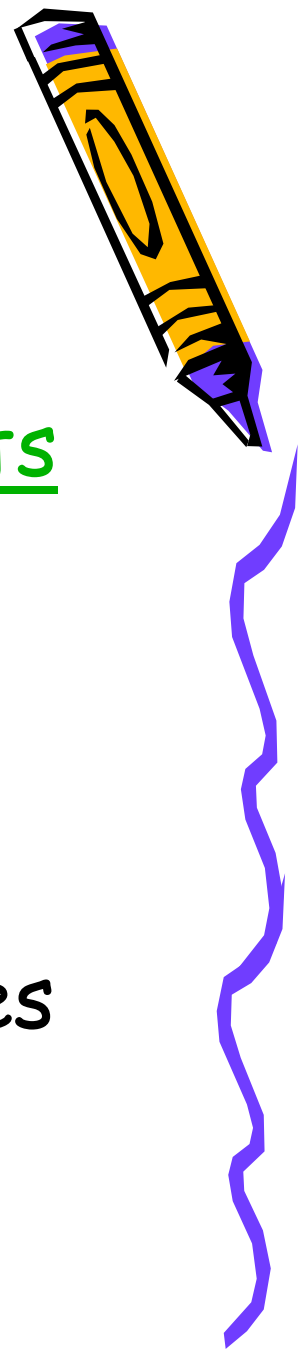North Carolina Resources: Model Emergent Literacy Programs on ncsig.net

What to Look for
in a Quality Literacy-Rich Preschool Classroom

A Guide for Administrators, Teachers and Families

Creating a framework for Literacy-Rich Environments

- http://www.masspar.org/documents

- 14 page document from Massachusetts Partnership for Achievement in Reading includes assessment, floor plan, and pictures

Literacy-Related Power Points and Handouts Available at

http://www.governor.state.nc.us/Office/Education/ConferenceTraining.asp

Please add other environmental assessments you have found helpful to the charts at the back of the auditorium

Thank you!